



Fountain Inn Elementary

608 Fairview Street
Fountain Inn, SC 29644

Grades	PK-5 Elementary School	
Enrollment	757 Students	
Principal	Glenn R. Wile	864-355-5100
Superintendent	Mr. Burke Royster	864-355-3100
Board Chair	Mr. Chuck Saylor	803-360-3527

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Average	Good
2012	Average	Good
2011	Average	Good
2010	Average	Good
2009	Average	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2012-13 whose 2011-12 test scores were located

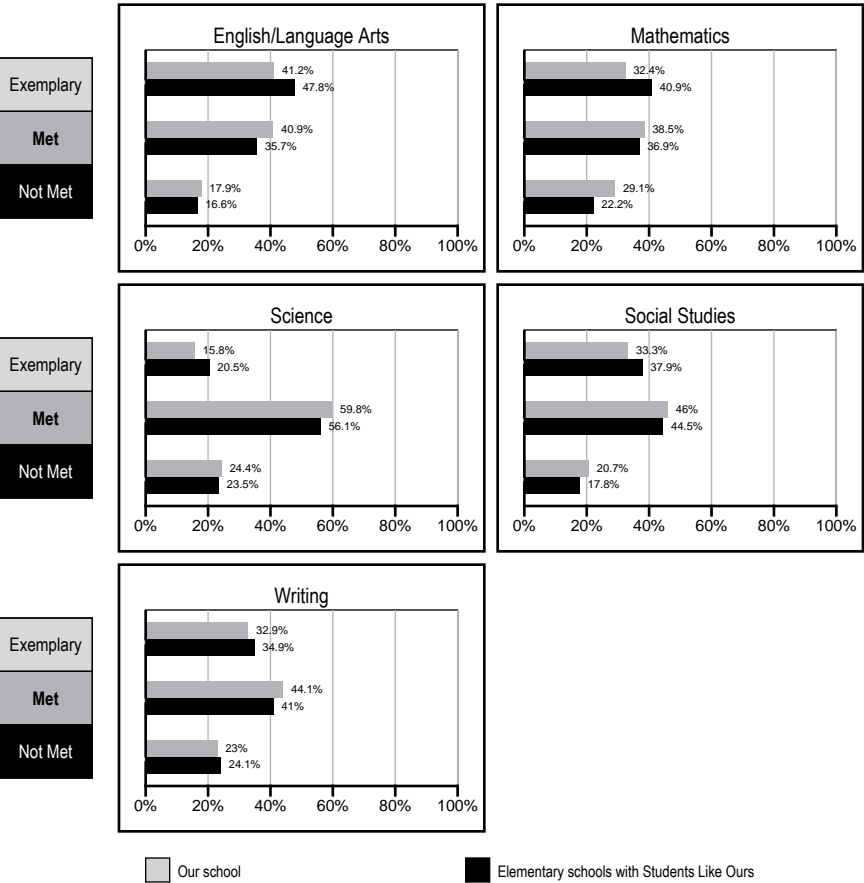
98.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
36	37	30	0	1

* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=757)				
First graders who attended full-day kindergarten	90.1%	Up from 86.0%	100.0%	100.0%
Retention rate	2.0%	Up from 0.6%	1.2%	0.9%
Attendance rate	96.1%	Down from 96.4%	96.2%	96.3%
Served by gifted and talented program	10.1%	N/A	8.7%	7.2%
With disabilities	10.0%	N/A	12.6%	12.4%
Older than usual for grade	1.8%	N/A	2.1%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	59.6%	Down from 65.2%	64.2%	62.5%
Continuing contract teachers	83.0%	Down from 91.3%	86.6%	83.3%
Teachers returning from previous year	86.3%	Down from 87.4%	89.9%	88.3%
Teacher attendance rate	94.9%	Down from 95.7%	95.0%	95.0%
Average teacher salary*	\$46,108	Down 0.3%	\$48,849	\$48,193
Professional development days/teacher	6.3 days	Down from 11.0 days	11.3 days	11.0 days
School				
Principal's years at school	9.0	Up from 8.0	6.0	4.0
Student-teacher ratio in core subjects	20.3 to 1	Down from 21.1 to 1	20.8 to 1	20.1 to 1
Prime instructional time	90.2%	Down from 91.5%	90.1%	90.0%
Opportunities in the arts	Poor	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.7%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$5,947	Up 6.2%	\$6,901	\$7,364
Percent of expenditures for instruction**	68.0%	Up from 67.0%	69.0%	68.0%
Percent of expenditures for teacher salaries**	67.0%	Up from 66.3%	66.0%	66.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Fountain Inn Elementary has established itself as a Professional Learning Community where teachers are committed to a collaborative process for teaching and planning. Students are empowered to succeed through a process of teach, re-teach, and re-do so that their success can be accurately measured. Our staff is engaged in on-going staff development for increasing their level of effectiveness in the classroom. Staff is participating in workshops pertaining to the Common Core as Fountain and Pinnell in preparation for a full implementation of the Common Core standards. Collaborative planning and the use of common assessments are in place across all grade levels and curriculum areas.

Our students continue to excel academically across all areas. Monthly reviews of student data and test scores shows our students performing above our expectation of at least 80% mastery in all areas. Data analysis assists our teachers in developing rigorous lessons that will support our high expectations for student growth. Our students are positively impacting our community. Opportunities such as the National Junior BETA Club offer our students the ability to serve others inside and outside of our school. We maintain ourselves as a PBIS school, along with our strong guidance department we are building students of character with high academic standards.

For the fourth year in a row, Fountain Inn Elementary was awarded the Palmetto Silver award for increased student achievement. Our school has also been recognized with the SC Safe Routes to School award as well as the South Carolina Safe Kids School award. All of our stakeholders have an investment in our success. With a continued focus on strong collaborative planning and excellence within the classroom, together teachers, students, and the community as a whole will continue to exceed our levels of expectation for excellence in the 21st century.

Glenn R. Wile
Principal

Mandy Watts
SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	49	136	84
Percent satisfied with learning environment	91.9%	84.6%	91.6%
Percent satisfied with social and physical environment	96%	81.6%	85.7%
Percent satisfied with school-home relations	96%	95.6%	86.9%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	80.9
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Fountain Inn Elementary school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.1%	0.0%	No
Student attendance rate	96.1%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
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Grades 3-5

All Students	662.3	644.2	624.3	641.9	100.0	100.0
Male	652.9	638.4	624.3	637.0	100.0	100.0
Female	671.9	650.0	624.4	647.0	100.0	100.0
White	671.8	654.1	634.2	648.9	100.0	100.0
African American	646.1	626.5	607.4	630.9	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	610.2	589.2	581.7	595.7	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	652.1	632.3	615.1	632.8	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	118	99.2	23.2	24.1	52.7	76.8
	4	145	99.3	21.9	40.1	38	78.1
	5	140	100	22.5	57.2	20.3	77.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2013	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	130	100	16.8	29.4	53.8	83.2
	4	110	100	16.8	46.7	36.4	83.2
	5	143	100	19.6	46.4	34.1	80.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2013	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2012	3	118	100	37.2	31.9	31	62.8
	4	145	100	26.8	47.8	25.4	73.2
	5	140	100	20.3	50.7	29	79.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2013	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	130	100	32.8	31.9	35.3	67.2
	4	110	100	38.3	41.1	20.6	61.7
	5	143	100	18.8	42	39.1	81.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2013	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2012	3	59	100	45.6	33.3	21.1	54.4
	4	145	99.3	25.5	66.4	8	74.5
	5	70	98.6	27.9	54.4	17.6	72.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2013	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	67	100	29.5	47.5	23	70.5
	4	110	100	22.4	65.4	12.1	77.6
	5	71	100	22.7	62.1	15.2	77.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2013	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	59	100	32.1	41.1	26.8	67.9
	4	145	100	19.6	55.8	24.6	80.4
	5	70	98.6	39.7	54.4	5.9	60.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	63	100	20.7	46.6	32.8	79.3
	4	110	100	16.8	47.7	35.5	83.2
	5	72	100	26.4	43.1	30.6	73.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	140	100	21	52.9	26.1	79
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	127	100	31.1	33.6	35.3	68.9
	4	109	100	19.6	49.5	30.8	80.4
	5	144	100	18.7	48.9	32.4	81.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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